

# **SEND Policy** February 2021 To be reviewed: February 2022

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)

#### Special Educational Needs and Disability – School Information

The Headteacher (Mr Gough) has overall responsibility for Special Educational Needs and Disability in Burton Bradstock Primary School.

The designated teacher responsible for coordinating SEND provision is Miss Christina Sanderson. She can be contacted at school via the office e-mail (office@burtonbradstock.dorset.sch.uk ) or by phone (01308 897369).

The governor with oversight of the arrangements for SEN and Disability is Mrs Pat Lewis-Badgett.

Our policy has been developed by the SENCo using Local Authority guidance and in consultation with parents and governors.

#### Aims and Objectives

Burton Bradstock Primary School is an inclusive school. We aim to inspire all children to achieve their potential in a happy, safe and challenging environment. All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

The objectives of the school in making provision for pupils with SEND are as follows:

- to identify students with special educational needs and disabilities as early as possible and ensure that all their needs are met
- to encourage children to express their views about how they want to be supported
- to encourage regular and effective communication between parents and school
- to ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- to ensure that pupils with special educational needs and disabilities can join in the activities of the school
- to encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem
- to involve outside agencies when appropriate

#### Roles and Responsibilities

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Burton Bradstock Primary School's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND policy.

The role of the SENCo at Burton Bradstock Primary School is to oversee the day to day operation of the SEN policy and to coordinate provision for children with SEN. She can advise on strategies for supporting SEND pupils and is a point of contact for external agencies.

### Admissions

Burton Bradstock Primary School uses the local authority arrangements for school admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, securing admission to school. In addition to this, Burton Bradstock Primary School makes reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Burton Bradstock Primary School liaises with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the Local Authority's website. A link to this can be found on the school's website.

### Identifying Special Needs

The SEND Code of Practice: 0 to 25 Years (July 2014) identifies SEN under four broad areas of need (sections 6.28 to 6.35):

- communication and interaction
- cognition and learning, social
- emotional and mental health difficulties
- physical and/or sensory needs.

Children may have needs in more than one category of need and we aim to ensure that distinct plans match individual learning requirements.

Within school we closely monitor children's progress through observations of their day to day learning, termly assessments and pupil progress meetings. If they are not making the expected progress, we use a variety of assessments, observations and checklists to identify whether or not they may have special educational needs and what these needs may be. Concerns may also be raised by parents. Reasons for adding a child to the SEN register may include the fact that he/she is;

- making progress that is significantly slower than their peers starting from the same baseline
- failing to match or better their previous rate of progress
- failing to close the attainment gap between themselves and their peers
- attainment gap widening

Learning needs are managed either by using school support (not yet on the school's SEN register), SEN Support (on the register) or by having an Education, Health and Care Plan (EHC Plan).

### The Graduated Response

High quality teaching, differentiated for individual children is the first step in responding to pupils who have or may have learning needs. At Burton Bradstock Primary School, we have a graduated response to supporting children with additional needs. Parents/carers will be involved at all stages of the process.

Where concerns are raised about a child's progress, a provision map will be set up to show the targeted support that is taking place both within the classroom and any specific interventions that are taking place. This will be shared with parents/carers at the termly consultation meeting.

If a child does not make progress despite the additional support that has been put in place, they may be placed on the SEN register at SEN support. An IEP will be drawn up in consultation with the child, parents/carers and the class teacher.

#### Managing Pupil's Needs on the SEN Register

We take an Assess, Plan, Do, Review approach. This method is detailed in the SEND Code of Practice: 0 to 25 Years (July 2014) sections 6.45 to 6.56.

**Assess:** Children's progress is continually monitored and reviewed by the class teacher and if necessary the SENCO. Any additional information, observations/assessments from outside agencies will be considered.

**Plan:** The information gathered during the 'Assess' process will enable us to look carefully at the type of support each child will need. The appropriate provision will be put in place to enable a child to progress and this will be recorded on a provision map. At the termly consultation, the provision map will be looked at and targets will be set. These targets will be broken down into small steps to ensure that they feel that they are making progress alongside their peers. These will be recorded on an Individual Educational Plan (IEP). Copies of both the provision map and the IEP will be sent home so that parents/carers know what we are working on in school and can support this work at home.

**Do:** We use a range of different strategies to help children to achieve their targets. Additional support such as in-class support, small group or 1:1 teaching may be given. Resources such as visual prompts or ICT may also be used.

**Review:** Children's progress will be reviewed at the next consultation meeting or sooner if necessary. We will look at the progress that has been made. It will then be decided if the child needs to stay on the SEN register and continue the support; whether support needs to be intensified or whether the child can be removed from the SEN register.

#### Coming off the SEN Register

A child will be removed from the SEN register if it is deemed that they have made sufficient progress over a period of time, are able to access the curriculum successfully and are making progress in alignment with their peers. All children will be monitored and their progress tracked so that staff will be alerted to potential learning difficulties. For some children it is possible that they will dip in and out of additional support throughout their school experience. Parents/carers will be consulted at each stage if support is provided or if it is due to cease.

A child with an Education, Health and Care Plan will follow the statutory guidance for ceasing an EHC plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education as specified in the EHC Plan.

#### Monitoring and Evaluation of Special Educational Needs and Disability

The provision of Special Educational Needs is monitored by the SENCo in liaison with the Headteacher. Pupil progress meetings are held each term to discuss the progress made by each child and to determine the impact of any interventions or additional support. Termly meetings are held with the named governor for SEND to discuss the progress made by SEND pupils. Meetings are also held with the parents/carers of SEND pupils and questionnaires are used to gather their views. The SENCo reports to the governors about progress of the SEND action plan.

#### Storing and Managing Information

All data including data stored electronically is subject to Data Protection law and be held as detailed in the School's data policy.

All paper records will be held in line with the school's policy on security of information.

#### Supporting Children with Medical Conditions

Burton Bradstock Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Burton Bradstock Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See Burton Bradstock's policy on 'Supporting Children at School with Medical Conditions'.)

#### Transition Arrangements

Burton Bradstock Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at

the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education.

When a child starts with us, we invite them to spend some time in school with their new class teacher so that they can become familiar with the school environment. There is also a chance for parents/carers to come in and meet with both the class teacher and the headteacher. If other professionals are involved with children, there may be a multi-agency meeting held, so that key information and good practice can be shared.

We recognise that moving onto the next class can be difficult for a child with SEND especially as they may have spent 2 years with their class teacher. We therefore provide additional opportunities for them to visit their new class, find out about key routines and get to know their new teacher.

When a child moves to another school, we will make sure any key information and records are passed on as soon as possible.

During Year 6 we work hard to ensure transition to a new school is as seamless as possible. There will be a number of opportunities for children to visit their new school and staff from the secondary school may also come into our school to visit. We can provide additional visits with a Teaching Assistant if necessary. The SENCO or class teacher will meet the SENCO of the secondary school to ensure that they are aware of children's needs.

If a child has an Education, Health and Care Plan, the annual review meeting will be held in the Autumn Term to ensure that the appropriate arrangements are in place for transition to secondary school.

### Training and Resources

The school budget includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors and the MLT (Minerva Learning Trust), on the basis of needs in the school and across the MAT. The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

Using all this information they decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

All our teachers have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is delivered by the SENCo or by outside agencies. Recent training includes:

- Dyslexia awareness/Autism awareness/Attachment Disorder awareness
- Meeting children's sensory needs
- Supporting children with Speech and Language needs
- First Aid

The SENCo attends training as needed as well as regularly attending Local Authority inclusion briefings. The SENCos of the schools in the Bridport area meet twice a term to discuss new initiatives and ways in which they can work together to develop good practice.

### Accessibility and Facilities for those with Special Educational Needs/Disability

Burton Bradstock Primary School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the Local Authority's Local Offer website; a link to this can be found on the school's website. This plan is monitored, reviewed and then reported upon annually by the Governing body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed 'The Equality Act 2010 and schools – May 2014'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place such as acoustic sound boarding, wheelchair access to the downstairs classrooms and hall, and assistance during tests as needed.

### SEN Information

Burton Bradstock Primary School complies with the statutory requirements to publish SEN information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents, governors and staff.

We present our SEN information in three ways:

1. through the Information Report which is published on the school website
2. by following the link from the school website to the Local Authority's Local Offer website. The local offer website holds a directory on facilities and resources available from many services within Dorset
3. through information contained in this policy which is also published on the school website

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

### Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child that has not been dealt with satisfactorily, an appointment can be made by them to speak to the SENCo or Headteacher.

A copy of Burton Bradstock Primary School's complaint policy can be requested from the office.

#### Reviewing the SEND Policy

This policy will be reviewed annually and updated alongside the Local Offer and the SEN Information Report.

#### Links to other related policies

This policy has links to the following:

Supporting Children at School with Medical Conditions

Accessibility Plan

Equality/Equality Information and Objectives

Safeguarding

Anti Bullying

Data protection

Complaints

Behaviour Policy and Code